

Summer 1967

The stability of the teaching profession in Hanover County during the years 1960-1965

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THE STABILITY OF THE
TEACHING PROFESSION IN HANOVER COUNTY
DURING THE YEARS 1960-1965

A Thesis
Presented to
The Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Don Sewell Ayers
August 1967

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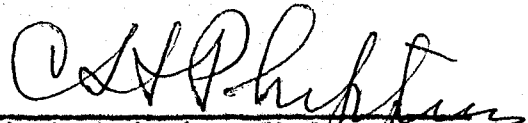
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ACKNOWLEDGMENTS

This thesis could not have been written without the guidance, assistance, and cooperation of many people. The study was made under the direction of Dr. Edward F. Overton whose advice and counsel were greatly appreciated. Miss Helen L. Smith, Assistant Professor of Education, and Dr. Calvin H. Phippkins, visiting lecturer in education, read the manuscript and offered valuable suggestions. Mr. James E. Moye, administrative assistant of the Hanover County school system, and his secretary, Miss Janet Cobb, helped me obtain the addresses of the teachers to whom the questionnaires were mailed. Finally, I am grateful to those hundreds of teachers who took time to answer and return the questionnaires, thus making possible this study.

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CHAPTER I

I. THE PROBLEM

Statement of the Problem. The purpose of this study was to determine, if possible, the principal factors responsible for the turnover of teachers in the public schools of Hanover County, Virginia, for the five-year period from 1960 through 1965. No study of this problem has been made before as far as can be ascertained.

Importance of the study. Educational leaders have long felt that the number of public school teachers leaving their positions each year is excessively high. They are aware of the fact that the high rate of turnover has resulted in heavy losses to the efficiency of the schools, brought about by the readjustments to be made when new teachers come into the system. It is expensive to orient new teachers each year; however, when the welfare of the students is considered, this orientation is not the greatest loss.

A trait of a successful teacher is a thorough knowledge of the home and the student. Unless there is a rather stabilized teaching personnel, this knowledge cannot be obtained. The educational losses to the students are very serious, although these losses may not be easily measured.

In the modern business age, efficiency is based upon the principle of long tenure of service and as little waste as possible by having to train new personnel. In the consideration of an applicant by personnel and employment managers, much importance is placed upon discovering such

qualities and potentialities as would enable the managers to decide whether the applicant would likely make for them a permanent employee. This, briefly, seems to signify the industrialist's conception of what assures him greater efficiency from his personnel--permanent employment or long-time tenure.

In a rapidly changing social order, it is highly important that public school teachers be able to meet the demands of this change. The same principle of tenure-efficiency as found in business would seem to apply to the teaching profession where an intimate knowledge of the factors affecting student life and development is most important. It is generally believed that for a teacher to be able to render the greatest service to a child through the public school, he should have been in the community long enough to understand the nature of its problems and to wish to meet every problem with sympathetic understanding, thus to render intelligent help in the solution of each child's problems.

II. DEFINITIONS OF TERMS USED

Turnover. Turnover, or loss, as considered in this study, includes those teachers who left positions in Hanover County between September 1960 and June 1965. The teacher who moved from one school to another within the county was not considered a loss.

Teacher. The term "teacher" refers to those persons employed by the school board in teaching, administrative, or supervisory positions. Elementary and secondary principals were classed as "teachers."

Marital status. Those who were already married at the beginning of a school term were considered as "married teachers." If one should marry during the school year, he or she would be a single teacher for that year so far as this study is concerned.

Enrollment. Enrollment includes the number of pupils for whom a teacher is responsible for keeping a daily record, that is, his "homeroom." It does not mean the total number of pupils in the entire school.

III. HOW THE PURPOSE OF THE STUDY WAS ACCOMPLISHED

In order to accomplish the purpose set up for this study, an endeavor has been made to answer the following questions:

1. How much turnover has there been in the teaching profession in Hanover County?
2. Why did public school teachers withdraw from the teaching profession in Hanover County?
3. Why have public school teachers remained in Hanover County for more than five years?
4. What was the relation between turnover in the public schools and each of the following: marital status, experience, salary, lack of advancement opportunities, change of residence, further formal education, and family obligations?
5. What recommendations can be made from the data in the study which will be helpful in controlling the turnover of public school teachers in Hanover County?

IV. SCOPE OF THE STUDY

To reveal significant tendencies in teacher mobility, a study of this nature must be traced through a considerable period of time and include several successive school years. Five years was arbitrarily chosen as a sufficient length of time to include in the study.

V. COLLECTION OF THE DATA

Data pertaining to the turnover problem was collected from records and reports filed in the office of the Division Superintendent of Public Schools of Hanover County and from the Research Division of the National Education Association.

The only medium which seemed most feasible for procuring the information as to reasons why teachers left or remained was the questionnaire. The questionnaires were so designed that one could quickly and easily check those answers given. A series of reasons for remaining and for changing was listed with space for other reasons to be supplied in the event none in the list was applicable. Other questions were included from which it was hoped some conclusions would be established as to teacher attitudes toward the profession.

In a few cases, teachers who had left the profession in the county for one or more years would return. Space was provided in the questionnaire for this teacher to give his reason for returning and to state how long he was out. In order to get responses as complete and honest as possible, the questionnaires were made impersonal by not asking for a signature; however, many of the returned questionnaires were signed.

Locating those teachers who had left the county required considerable effort. The post-office addresses of former teachers and for those who had remained in teaching positions in the county for more than five years were supplied largely by the superintendent's office. Teachers who were still in the county supplied several addresses of their former colleagues.

Two hundred and seventy-eight teachers left the profession during the period 1960-1965. One hundred and twenty-eight teachers had taught in Hanover County for more than five years. Post-office addresses were obtained for both groups.

The questionnaire was mailed to 406 whose addresses had been obtained. A letter of explanation, soliciting cooperation, and a stamped self-addressed envelope accompanied the questionnaire.

An inquiry response summary follows:

1. Number of questionnaires sent	406
2. Number of replies received and used	277
3. Number of inquiries returned to the sender unclaimed	39
4. Number of inquiries not returned	90
5. Number of teachers leaving the profession in Hanover County during 1960-1965	278
6. Number of teachers remaining in the profession in Hanover County for more than five years	128

It seemed that the number of responses to the questionnaire represented a sufficient percentage of the total to give a significant idea of the trend and to justify certain conclusions from the study.

Questionnaires were sent to 100 per cent of all former teachers and those remaining. Responses were received from 69 per cent; 9 per cent

were returned unclaimed, and no replies were received from 22 per cent.

Teachers' responses were compiled in appropriate tables as reported in Chapters 3 and 4.

CHAPTER II

REVIEW OF THE LITERATURE

Since 1958 when the Russian system of education was brought to public attention in this country, the problem of teacher supply and demand has received much discussion. An important facet of supply and demand is teacher turnover, a term used interchangeably with teacher loss.

Home responsibilities, low salaries and lack of opportunity for advancement are the major causes of teacher turnover. Teacher loss because of home responsibilities is becoming somewhat more important than higher salaries as a reason for turnover.¹

In 1959-60, at least 110,000 vacancies were created by teacher dropouts from public elementary and secondary schools.² With so many vacancies to be filled and with new positions being required by increased enrollments, attempts to relieve overcrowding, to eliminate half-day sessions, to increase services, and to replace the unprepared would be frustrated by the shortage of teachers, even if the money now lacking for these improvements were available. If the money were available and replacements were not needed, most of these requirements

¹National Education Association, Research Division, Some Whys and Wherefores of Teacher Turnover, Research Report 1960-24 (Washington, D. C., August 1960), p. 1.

²Mason, Ward S., and Bain, Robert K. Teacher Turnover in the Public Schools, U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 608 (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1959), p. 20.

for a truly high standard of education could be met, so far as teacher supply is concerned.

In states like New York, the demand for new teachers is greater in the suburbs than in large cities where birth rates are declining.³ Even in California, one of the fastest growing states in the nation, replacement need will grow more significant until by 1970 it will constitute some two and one-third times the number needed for increased enrollment, as compared with less than one and one-third in 1958-59.⁴

In the state studies available, the number who leave teaching in the state during a year as a percentage of the total number of teachers ranges from 5 to 17 per cent. Although 12 per cent to 38 per cent of those who resign continue to teach in another state and are not lost to the profession, the same personnel problems are created by the resignations in the school systems affected.⁵

Even though the highest rate of loss occurs in the first three or four years of teaching, teachers of long experience also leave. In the nine years studied in California, where teacher loss is relatively small, almost 13 per cent of those who left teaching in that state had

³Conger, Louis H., Demand and Supply of Teachers in Upstate New York Public Schools (Albany: University of the State of New York, State Education Department, June 1955), pp. 36-37.

⁴California State Department of Education, Teachers for California Schools, 1958-1970, Bulletin, Vol. 26, No. 1 (Sacramento: the Department, February 1959), p. 47.

⁵National Education Association, Research Report 1960-24, op. cit., p. 2.

ten years or more teaching experience.⁶

Data on annual turnover are not available for other occupations, but teachers do not appear to have more than a normal mobility rate. In the National Education Association Research Division study of teacher status in 1955-56, teachers were asked the number of different school systems in which they had taught full time. Over 30 per cent of the women and over 45 per cent of the men teachers had taught in only one school system. Twenty-eight per cent of the men and 24.5 per cent of the women had taught in only two school systems.⁷ Although two or three moves before settling down do not seem excessive, the man-teacher often concludes this mobility by leaving the profession. The median age of the male teacher in the United States in 1955-56 was only 35.4; the median age of the woman teacher was 45.5.⁸

The story of the turnover is not new. In the 1870's, superintendents' reports of school to the United States Commissioner of Education were critical of those who used teaching as a steppingstone to other occupations. However, standards were low and the supply plentiful.

⁶California State Department of Education, Bulletin, Vol. 28, No. 1. op. cit., p. 23.

⁷National Education Association, Research Division, "Status of the American Public-School Teacher, " Research Bulletin 35: February 1957, p. 46.

⁸Ibid., p. 43.

By 1907, conditions had changed and a growing shortage of teachers had developed. In that year, at the 45th annual convention of the National Education Association, one of the speakers listed the following three reasons for teacher turnover:

Splendid teachers, noble and beautiful women, often lay aside work of the schoolroom to grace a home and assume the duties of wifehood.

Other considerations, I regret to admit, are far reaching in causing a shortage of teachers. The uncertain tenure of position has influenced many a noble teacher to turn from the most important work of the age, that of public education.

The baneful workings of machine politics and politicians put many splendid teachers out of business.⁹

Oddly enough, the major reasons for teacher loss have changed little from the turn of the century. Women are still leaving for the home, and tenure as a reason for resigning from teaching has become more important than opportunity for advancement. More than a fourth of the teachers reporting in 1955-56 believed that politics was to some extent a factor in employment and advancement.¹⁰

Although teachers often transfer to another school system in the state, these transfers are not reflected in the losses of teachers from a given state but are an important factor in local school administration. The ratio of teachers making intrastate changes to those

⁹National Education Association, Journal of Proceedings and Addresses, 1907. (Winona, Minnesota: the Association, 1907), p. 371.

¹⁰National Education Association, Research Division, Economic Status of Teachers in 1959-60. Research Report 1960-R8. (Washington, D. C., the Association, May 1960), p. 61.

making interstate changes varies widely from state to state. In several states studied, the intrastate movement is greater. For example, the number changing to new teaching positions in Nebraska in 1956-58 was nearly four times as great as the number of teachers who left to take teaching positions outside the state.¹¹ Similarly, in Virginia in 1957-58, intrastate movement was nearly twice as large as the out-of-state movement;¹² in the same year in New Jersey, it was more than three times as large.¹³ With movement such as this, as many as half the teachers in a school may be new to a district.

The reverse is sometimes true in other states, particularly where salary and working conditions are lower and less favorable than those of adjacent states. In West Virginia, during the five-year period 1954-59, 1,000 teachers moved to other counties in the state, but 2,000 left the state for other teaching positions.¹⁴

Changes are often made for convenience as a result of a family move. In many cases, relations with administration or school board are involved. These appear to be more important to women than to

¹¹Lichtenberger, A. R., Rate of Teacher Turnover in Nebraska Public Schools, 1956-57-1957-58. Nebraska Research Brief, Vol. 2, No. 1. Nebraska Department of Education, February 1958), p. 17.

¹²Virginia Education Association. "Analysis of Teacher Turnover, 1956-57, and Teacher Need, 1958-59." Virginia Journal of Education 51: May 1958), pp. 24-25.

¹³Winans, S. David, Administrative Problems in New Jersey Public School Districts, 1957-58. Bureau of Research, Report Number 205. (Trenton: New Jersey Department of Education, June 1958), p. 7.

¹⁴West Virginia Education Association, Teacher Turnover and Loss in West Virginia. (Charleston: the Association, January 1959), p. 1.

men. However, for both men and women, salary and opportunity for advancement seem to be the major reason for turnover. A Connecticut study from 1952 to 1954 revealed that inadequate salary and limited opportunity were mentioned most often as the significant factors in leaving.¹⁵

In Virginia, which had a high turnover in 1956-57, twenty counties and six cities had a turnover of 20 per cent or more. In fifteen of these counties, the average salary for all teachers was less than the state average in all counties of \$3,276; in all of the six cities, the average salary for all teachers was less than the city average of \$3,859.¹⁶

In Minnesota, salary appears to account primarily for teacher turnover. In a study made in Minnesota (Table I), it was found in the districts where average salaries were over \$5,000, the median percentage of turnover was 10.2. At the other end of the scale, turnover was 22.5 per cent where average salaries were below \$3,400. The percentage of turnover generally decreased as the average salary increased.

A study of teacher turnover in Nebraska concluded:

"The ladder of success in teaching in the state has long been one of teaching first in a small school, then in a larger school, later in a still larger school. This, implying as it does that instruction need not be as effective at lower levels of the ladder as at the upper levels, contributes heavily to movement of teachers from school system to school system in the state."¹⁷

¹⁵Connecticut Education Association, Why Teachers Leave: An Inquiry on Teacher "Drop-Outs" in Connecticut, 1952-54. (Hartford: the Association, 1956), p. 3.

¹⁶Virginia Education Association. op. cit., p. 24.

¹⁷Lichtenberger, op. cit., p. 2.

TABLE I--TURNOVER IN COMPARISON WITH AVERAGE SALARY,
MINNESOTA SCHOOL DISTRICTS, 1957-58

Average salary of school district	Median percent of turnover
1	2
Below \$3,400	22.5%
\$3,400-\$3,499	12.5
3,500- 3,599	22.5
3,600- 3,699	21.7
3,700- 3,799	25.0
3,800- 3,899	21.3
3,900- 3,999	21.3
4,000- 4,099	16.5
4,100- 4,199	19.7
4,200- 4,299	16.4
4,300- 4,399	15.8
4,400- 4,499	12.5
4,500- 4,599	12.5
4,600- 4,699	13.8
4,700- 4,799	12.5
4,800- 4,899	13.3
4,900- 4,999	9.5
5,000 and over	10.2
Total	16.9%

Source:

Minnesota Education Association, Research Division.
Teacher Turnover in Minnesota Public Schools, 1957-58
School Year. Circular No. 60. St. Paul: the Association, August 1958. p. 5.

Low certification requirements at the elementary school levels definitely accentuate the disparity between the lower rungs of the ladder where minimums are commonplace and the upper rungs where the school systems have set their own certification requirements much higher than those spelled out in the law. Synchronized with this difference is the variation in pay for teachers which makes the higher salaries in the schools at the upper levels of the ladder attractive to the teachers in schools at the lower levels (Table VII, page 23).

Table II represents a study of eight states showing distribution of state loss by objective other than retirement: home responsibilities teaching elsewhere, furthering education, other occupations, and unknown or other factors. The tables on pages 22-28 present the original data from which these distributions were derived.

Marriage and pregnancy claim the largest number of teachers. The percentage of total loss to a state is great since about three of every four teachers are women. Family obligations accounted for more than 50 per cent of total loss other than retirement in two states. In four other states, more than 40 per cent listed family obligations as the reason for leaving. West Virginia showed 19 per cent loss to homemaking.

The second largest group of teachers leaving the public school system of a state went to teach in public school systems in other states or private schools; therefore, this loss is not considered a loss to the profession. Between 13 per cent and 38 per cent account for the total state percentage who left to teach in private schools or other

TABLE II --WHERE TEACHERS GO
(Percent of total loss other than retirement)

State	Home responsi- bilities			Teaching else- where ^{a/}			Other employment			Further education			Other or unknown		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Connecticut (1952-54)	...	73%	58%	48%	15%	22%	48%	6%	14%	2%	1%	1%	2%	5%	5%
Montana (Summer 1958)	...	56	38	49	24	32	31	9	16	12	6	8	8	5	6
Nebraska (1956-58)	b/	55	45	33	11	15	20	7	9	13	8	9	34	19	22
New Jersey (1956-57)	b/	70	55	49	21	27	51	9	18	...	...	...	...	...	...
Upstate New York (1950-53)	...	62	49	29	24	25	62	10	21	4	1	2	5	3	3
Utah ^{c/} (Summer 1956)	...	...	41	...	...	38	...	...	18	...	...	11	...	...	6
Virginia (1957-58)	...	...	48	...	...	13	...	...	12	...	...	...	...	...	27
West Virginia (1958-59)	...	...	19	...	...	37	...	...	10	...	...	8	...	...	26

Source:

Tables IV through XV.

^{a/} Includes private teaching in the state (except for Montana, Nebraska, Pennsylvania, and Virginia) and public and private teaching outside the state.

^{b/} Less than 1 percent.

^{c/} Adds to more than 100% because of multiple answers.

states. For example, in Utah (Table II) this group made up 38 per cent of the teachers who left the school system for reasons other than retirement. Data for Virginia, Nebraska, and Montana are not strictly comparable, since the teachers who left for private teaching in the state are not included in this group. However, in West Virginia and Virginia, the large percentage of teachers whose objective was not known may include some who moved to other states to teach.¹⁸

Economic reasons account for the loss of the greatest number of men teachers (Table III). Among women, the economic reason was second in its importance. However, only slightly fewer women than men left for economic reasons.

"Opportunity in position" still appears to be considerably more important to the man than to the woman teacher. To the male teacher, limited opportunity is an important aspect of turnover.

The Utah study of teachers who accepted teaching positions in other states verified the importance of economic motivation for the move. Almost half this group listed inadequate salary as a reason; some 35 per cent gave inadequate salary potential, and 12 per cent checked limited advancement (Table XV). Unlike the studies in upstate New York and in Connecticut, one cannot say that these were major reasons, because multiple answers were accepted.

¹⁸National Education Association, Research Report 1960-24.
op. cit., p. 10.

TABLE III--WHY TEACHERS LEAVE A STATE TO TEACH ELSEWHERE

State	Percent of teachers leaving to teach elsewhere												Other ^{a/}		
	Family obligations			Salary and opportunity			School-connected problems			Community-connected problems			Men	Women	Total
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Connecticut	6.0%	31.0%	19.9%	53.7%	27.4%	39.1%	23.9%	26.2%	25.1%	...	...	...	16.4%	15.4%	15.9%
Montana .....	...	46.0	23.8	50.8	14.3	32.0	8.5	11.1	9.8	13.6%	...	6.5%	27.1	28.6	27.9
New York (upstate) ^{b/} ..	...	35.0	23.3	55.2	19.2	31.1	10.0	8.3	5.6	10.0	15.8%	19.4	25.0	21.7	20.6
Utah ^{c/} .....	...	...	22.7	...	...	46.2	...	...	22.7	...	...	12.1	...	...	...

Source:

Tables XII through XV.

^{a/} E.g., travel, climate, improvement of education, desire for smaller or larger community, not retained by school, and illness.^{b/} Percents based on those "who continued teaching elsewhere" may include some teaching in private schools within New York.^{c/} Multiple checking was permitted; e.g., 46.2 percent checked inadequate salary, 34.8 percent checked inadequate salary potential, 12.1 percent checked limited advancement opportunity. Percents shown above represent the highest number of checks for any item in each group.

A study by the Oregon School Study Council¹⁹ on reasons why teachers came to their state confirms other major studies in the importance of salary. Fewer than half of the recruits noted salary, and more than half listed geographic location and climate. Multiple answers were accepted in this study; therefore, it is impossible to learn which reason was primary.

Four-fifths of the recruits who left Idaho to teach in Oregon gave salary as one of their reasons for the move. Idaho has an average salary below the national average. On the other hand, no one from California listed salary; geographic location and move of spouse to Oregon were most often noted. Considerably fewer teachers came to Oregon from California than from Idaho or Washington.²⁰

States compete with each other for the limited supply of experienced teachers, as indicated by the 28 per cent of Oregon recruits who had applied to other states. Almost half the teachers questioned in this survey felt that the lower salaries prevailing in nearby states was a primary hindrance to recruitment. This study further confirmed the importance of competitive salaries by the fact that 47 per cent of the teachers who came to Oregon indicated a preference for California, giving salary as the reason for the preference.

School-related reasons, such as relations with administration, parents or school board, were only half as important as the economic

¹⁹Murray, Otis K. Factors Influencing Recruitment of Teachers from Other States. Oregon School Study Council, Bulletin No. 2, Vol. No. 2 (Eugene: University of Oregon, September 15, 1958), p. 16.

²⁰National Education Association, Research Report 1960-24. op. cit., p. 12.

factor for the men in Connecticut who moved to teach elsewhere. It was of little importance in Montana where only 8.5 per cent gave school-related problems as their reason for moving to teach in another state.

For women, school-related reasons seem to play a more important role. In Montana and in Connecticut, it was only slightly less important than the economic reason to the women who went to teach in another state.

The school-related factors appear more important in the Utah study. In Utah, 14.4 per cent of those who left to teach in another state checked "lack of materials and supplies," 9.8 per cent checked "insufficient help," and 11.4 per cent checked "excessive class size."

Dissatisfaction with the community plays a negligible part in teacher loss to other states. In Utah, where this factor accounted for more than 7 per cent of those leaving, it seemed far more important than in other states. The 12.1 per cent in Utah who checked "unsatisfactory community attitude toward teacher" may or may not have been the same as the 9.1 per cent who checked "unreasonable community customs or mores."

The percentage of men teachers who leave teaching entirely and go into other types of employment is much higher than that for women. This is due partly to the large proportion of women who leave teaching for home obligations. If women are omitted from the calculation, the proportion of women teachers who leave for economic reasons is still less than that for the men in the five states for which comparisons are possible (Table II).

In combining figures from Table II, as in Column 10, it appears that from 9 to 21 per cent of the teachers who left teaching in the

eight states reported did so in order to accept other employment.

The New Jersey and Connecticut studies show that the men who leave teaching in their own state are almost equally divided among those who go into teaching in another state and those who leave the profession (Table II). In upstate New York more than 60 per cent of the men teachers who leave the public schools go into other employment. The percentages are smaller in Montana and Nebraska—about a third and a fifth of the men, respectively.

In the five states for which data are available, 10 per cent or less of the women who left teaching went into other employment. Again the large numbers of women involved make percentages deceptive when related to those for men. In upstate New York, 73 women and 115 men left the profession; in New Jersey, 179 women and 294 men; in Connecticut, 42 women and 76 men; in Nebraska, 149 women and 106 men.

In conducting remedial measures, the fact that women as well as men are leaving the profession is of primary importance. No longer is teaching simply a possibility for a genteel American girl. At the turn of the century, 75 per cent of the female professional-technical force were teachers; in 1950, teachers contributed only 43 per cent of this group.

The disparity between states in number of teachers who leave for other types of employment, as a percentage of all teachers who leave, is a measure to some extent of the competitive position of teaching with other fields.²¹

²¹Ibid., p. 13.

National and state economic conditions are clearly associated with the mobility of teachers. School-related reasons are of equal importance with the economic reason to the female teacher in Connecticut. For women teachers this is true both for those who leave to teach in other states and for those who leave the profession.

If surveys of this type had been made 30 years ago, would the results have been similar? The Yale-Fairfield Study²² provides a partial answer. Teachers and college seniors were asked to indicate why they decided to enter teaching. The desire to work with young people was mentioned most often by both groups. However, several aspects of teaching have become considerably more important now than formerly. Working conditions (e.g., length of teaching day, vacations), opportunities for promotion, tenure, security other than economic, and good beginning salary were much more important to the college senior than to the teacher. The Yale-Fairfield Study was one of elementary-school teachers and so primarily was concerned with women. Therefore, it is evident that the woman's attitude toward teaching and her needs in the job will have to be studied and evaluated.

²²Burns, Constance M., and others. Yale-Fairfield Study of Elementary Teaching: Report for 1954-55. (New Haven: Yale University, February 1956). pp. 44-45.

TABLE IV --CONNECTICUT PUBLIC-SCHOOL TEACHER TURNOVER, 1952-54

Reason for leaving	Men	Women	Total
1	2	3	4
Teaching outside state	67	84	151
Nonpublic school teaching	10	18	28
Other business or profession	76	42	118
Further education	3	4	7
Marriage .....	...	144	144
Pregnancy--care of children .....	...	220	220
Home responsibilities--undefined .....	...	115	115
Miscellaneous	4	32	36
Total who responded to survey	160	659	819
Total who left during 1952-53 and 1953-54 ...	...	...	1,546
Number of teachers in Connecticut public schools:			
1952-53 .....	...	...	14,553
1953-54 .....	...	...	15,787
Percent who left during two-year period .....	...	...	5.1%*

Source:

Connecticut Education Association. Why Teachers Leave: An Inquiry on Teacher "Drop-Outs" in Connecticut, 1952-54. Hartford: the Association, June 1956. p. 1, 2. Questionnaires were sent in 1955 to teachers who left the positions they held in Connecticut schools in 1952-53 and in 1953-54.

* Compiled by the NEA Research Division.

TABLE V--MONTANA PUBLIC-SCHOOL TEACHER TURNOVER, 1958

Present occupation	Men	Women	Total
1	2	3	4
Returned to homemaking .....	...	147	147
Teaching in other states	59	63	122
Entered other employment	38	24	62
Returned to college	14	17	31
Not working; tutors; private schools	7	12	19
Entered military service	3	...	3
Total leaving	121	263	384

Source:

Montana Education Association, Research Division, Teacher Loss, Montana Public Schools, 1958. Helena: the Association, 1959. p. 2. Questionnaires were sent in March 1958 to teachers who were contributing members during 1956-57 and withdrew their retirement deposits during 1957-58.

TABLE VI--NEBRASKA PUBLIC-SCHOOL TEACHER TURNOVER, 1956-57--1957-58

Reason for leaving	Elementary		Secondary		Total
	Men	Women	Men	Women	
1	2	3	4	5	6
Accepted other teaching position in Nebraska	62	1,228	261	126	1,677
Accepted teaching position outside Nebraska	25	175	154	71	425
Accepted nonschool employment	24	127	82	22	255
Left for domestic reasons	1	1,094	...	162	1,257
Returned to formal study	25	173	47	14	259
Entered military service	16	1	42	...	59
Not offered re-employment	10	125	75	59	269
Position abolished	2	128	8	4	142
Died or poor health	3	46	6	12	67
Retired	1	87	14	41	143
Other reasons	7	46	11	11	75
Total leaving	176	3,230	700	522	4,628
Number of teachers in reporting districts, 1956-57 .....	...	...	...	...	13,577
Percent who left Nebraska schools .	...	...	...	...	21.8%*

Source:

Lichtenberger, A. R. Rates of Teacher Turnover in Nebraska Public Schools, 1956-57--1957-58. Nebraska Research Brief, Vol. 2, No. 1. Lincoln: Nebraska Department of Education, February 1958. p. 17. Based on data from county and local superintendents on reasons why Nebraska teachers left positions held in 1956-57.

* Computed by the NEA Research Division.

TABLE VII--NEW JERSEY PUBLIC-SCHOOL TEACHER TURNOVER
OCTOBER 1, 1956, TO SEPTEMBER 30, 1957

Reason for leaving	Men	Women	Total
1	2	3	4
To teach in another New Jersey public-school district	752	912	1,664
To teach in a public-school district outside New Jersey	203	316	519
To teach elsewhere than above	83	128	211
To accept an administrative position within the district	96	57	153
To accept nonschool employment	294	179	473
To take leave of absence:			
Maternity .....	...	512	512
Other	103	160	263
To marry or assume home duties	1	1,454	1,455
Retired or died	164	761	925
Total leaving	1,696	4,479	6,175
Total leaving New Jersey schools	944	3,567	4,511
Number of teachers in New Jersey Public Schools, September 30, 1957 .....	...	...	39,090

Source:

Winans, S. David. Administrative Problems in New Jersey Public School Districts, 1957-58. Bureau of Research, Report No. 205. Trenton: New Jersey Department of Education, June 1958. p. 7. Data reported by superintendents.

TABLE VIII--UPSTATE NEW YORK PUBLIC-SCHOOL TEACHER TURNOVER,
AUGUST 1950 TO JULY 1953

Present occupation	Men	Women	Total
1	2	3	4
Teaching, other than New York State public schools	54	176	230
Returned to teaching in New York State public schools ...	14	32	46
Other employment	106	65	171
Other profession	9	8	17
Housewife .....	...	448	448
Continuing education	8	10	18
Armed forces	6	3	9
Not working	1	14	15
Retired	1	1	2
Unknown	2	5	7
Total who responded to survey	201	762	963

Source:

Crane, Edmund H., and Erviti, James R. D. Reasons Why Some Teachers Leave Public School Teaching in Upstate New York. Albany: University of the State of New York, State Education Department, Division of Research, January 1955. p. 13. Based on a questionnaire, sent subsequent to July 1, 1953, to 2,364 teachers who had withdrawn funds from the New York State Teachers Retirement System during the period after August 31, 1950, and before July 1, 1953.

TABLE IX--UTAH PUBLIC-SCHOOL TEACHER TURNOVER, SUMMER 1956

Present occupation	Number re- porting this occupation ^{a/}	Percent ^{b/}
1	2	3
Teaching in public schools in other states	203	28.7%
Teaching in nonpublic schools	69	9.8
Entered other business or profession	129	18.3
Assumed home responsibilities	289	40.9
Going to school	80	11.3
Other	43	6.1
Total number of occupations reported	813 ^{a/}	115.1 ^{b/}
Total who left	707	...

Source:

Utah Education Association. Why They Teach and Quit. Research Bulletin, Vol. II, No. 2. Salt Lake City: the Association, May 1957. p. 39. Based on questionnaires sent to 707 teachers who in the summer of 1956 withdrew from the retirement system for reasons other than retirement. Replies were received from 460. The numbers in column 2 were projected in the published report to represent the entire 707 who received the questionnaire.

^{a/} Some respondents gave more than one answer.

^{b/} The percents were calculated by the NEA Research Division, with 707 as the base. They add to more than 100.0 percent because some teachers reported more than one occupation.

TABLE X --VIRGINIA PUBLIC-SCHOOL TEACHER TURNOVER, 1957-58

Present occupation	White	Negro	Total
1	2	3	4
Accepted positions teaching elsewhere in Virginia	699	135	834
Accepted administrative positions	57	6	63
Accepted teaching positions outside Virginia	360	64	424
Accepted nonschool employment	326	34	360
Marriage, maternity, or other family reasons	1,318	148	1,466
On leave of absence	252	54	306
Retired	157	35	192
Other or unknown	727	104	831
Total leaving	3,896	580	4,476
Rate of turnover	18.2%	9.0%	16.1%
Number of white and Negro teachers in Virginia public-school system, 1956-57 .....	...	...	27,691

Source:

Virginia Education Association. "Analysis of Teacher Turnover (1956-57) and Teacher Need (1958-59)." Virginia Journal of Education 51: 24-25; May 1958. Based on data from superintendents of schools; represents data on teachers who taught in 1956-57 but did not return to their former positions in the fall of 1957.

TABLE XI--WEST VIRGINIA PUBLIC-SCHOOL TEACHER TURNOVER, 1958-59

Reason for leaving	Percent of total
1	2
To teach in other states	29.7%
Retirement	20.2
Marriage, other family reasons	15.3
Employment in business or industry	7.9
Further schooling	6.3
Failed to certify	5.4
Enter armed forces	1.7
Other	13.5

Source:

West Virginia Education Association. Teacher Turnover and Loss in West Virginia. Charleston: the Association, January 1959. 2 p. Based on data from superintendents of schools. The percents are based on the net loss to the state, excluding shifting among counties within the state.

TABLE XII-WHY VARIOUS GROUPS OF TEACHERS LEFT TEACHING IN CONNECTICUT, 1952-54

Controlling reason for leaving	Teachers who left to teach in other states		Teachers who left to teach in other schools		Teachers who left to follow other callings		Total		
							Men	Women	Both sexes
	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10
Economic, salary, etc.	32	23	1	...	34	3	67	26	93
School; policies; relations with ad- ministration or board, parents, colleagues, etc.	16	22	2	4	11	15	29	41	70
Limited opportunities in position	4	...	7	8	10	13	21	21	42
Desire to live at home; family; help parents, etc.	4	26	...	...	...	...	4	26	30
No basic controlling reason given	1	8	...	1	9	4	10	13	23
Miscellaneous	10	5	...	5	12	7	22	17	39
Total number replying	67	84	10	18	76	42	153	144	297
<u>Percent distribution of above figures*</u>									
Economic, salary, etc.	47.7%	27.4%	10.0%	...	44.7%	7.1%	43.8%	18.1%	31.3%
School; policies; relations with ad- ministration or board, parents, colleagues, etc.	23.9	26.2	20.0	22.2%	14.5	35.7	19.0	28.4	23.6
Limited opportunities in position	6.0	...	70.0	44.4	13.2	31.0	13.7	14.6	14.2
Desire to live at home; family; help parents, etc.	6.0	30.9	...	...	...	...	2.6	18.1	10.1
No basic controlling reason given	1.5	9.5	...	5.6	11.8	9.5	6.5	9.0	7.7
Miscellaneous	14.9	6.0	...	27.8	15.8	16.7	14.4	11.8	13.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Connecticut Education Association. Why Teachers Leave: An Inquiry on Teacher "Drop-Outs" in Connecticut, 1952-1954. Hartford: the Association, 1956. p. 5.

*Computed by the NEA Research Division.

TABLE XIII-WHY TEACHERS LEFT MONTANA TO TEACH IN OTHER STATES, 1958

Most compelling reason for leaving	Men	Women	Total
1	2	3	4
Inadequate salary and lack of definite salary policy	21	9	30
Limited opportunities for professional advancement	5	...	5
Unsatisfactory housing	4	...	4
Community indifference	3	...	3
Adventure or desire for broader experience	3	10	13
Lack of administrative support in problem situations	3	5	8
Feeling of lack of accomplishment	3	...	3
Desire to teach in larger community	3	3	6
Not offered re-employment	3	...	3
Lack of opportunity for professional growth	2	...	2
Greater job security	2	...	2
Climatic conditions	2	2	4
Desire to teach in smaller community	1	...	1
Isolation	1	...	1
Unreasonable demands on teacher's time	1	...	1
Little opportunity to teach in major field	1	...	1
To attend church of choice	1	...	1
To accompany family to new location .....	...	18	18
Marriage (not re-employed after marriage) .....	...	7	7
To assume family responsibilities .....	...	4	4
Insufficient expert supervisory help .....	...	1	1
Health .....	...	1	1
Return to college .....	...	1	1
Unreasonable demands for nonteaching duties .....	...	1	1
Failure to qualify for certification .....	...	1	1
Total	59	63	122

Source:

Montana Education Association, Research Division. Teacher Loss, Montana Public Schools, 1958. Helena: the Association, May 1959. p. 5 and 6.

TABLE XIV.--WHY TEACHERS LEFT TEACHING IN UPSTATE NEW YORK
TO CONTINUE TEACHING ELSEWHERE

Reason for leaving	Men		Women	
	Num- ber	Per- cent	Num- ber	Per- cent
1	2	3	4	5
Married and moved to another state .....	...	.....	42	35.0%
For a position with a higher salary (inadequate salary)	12	20.0%	15	12.5
Moved to a more convenient location	4	6.7	15	12.5
To continue education in field of education	10	16.7	8	6.7
For a position in education more desirable because of opportunity or interest	21	35.0	8	6.7
Desire to travel	1	1.6	7	5.8
Dissatisfaction with administration	3	5.0	7	5.8
Disliked community where teaching	2	3.3	4	3.3
Moved out of state .....	...	...	4	3.3
Not retained by school for the following year	3	5.0	3	2.5
Illness--left to recuperate .....	...	...	2	1.7
Miscellaneous	4	6.7	5	4.2
Total	60	100.0%	120	100.0%

Source:

Crane, Edmund H., and Erviti, James R. D. Reasons Why Some Teachers Leave Public School Teaching in Upstate New York. Albany: University of the State of New York, State Education Department, Division of Research, January 1955. p. 29.

TABLE XV.--WHY TEACHERS LEFT UTAH TO TEACH IN PUBLIC SCHOOLS
IN OTHER STATES, 1956

Reason for leaving ^{a/}	Percent of those who left to teach in some other state
1	2
Inadequate salary	46.2%
Inadequate salary potential	34.8
Desire for broader experience	24.2
Moved with husband or family	22.7
Lack of supplies or materials	14.4
Limited advancement opportunity	12.1
Community attitude	12.1
Excessive class size	11.4
Insufficient help	9.8
Unreasonable mores	9.1

Source:

Utah Education Association. Why They Teach and Quit. Research Bulletin, Vol. II, No. 2. Salt Lake City: the Association, May 1957. p. 44.

^{a/} Some persons gave more than one reason.

CHAPTER III

THE INQUIRY

As stated in Chapter I, a questionnaire was sent to those public school teachers who had remained in the teaching profession in Hanover County for more than five years. A copy of this questionnaire is found in the Appendix. The discussion of the questionnaire follows.

The inquiry revealed that 128 teachers had remained in Hanover County public schools for more than five years during the period 1960-1965. Questionnaires were sent to all teachers concerned; 103 teachers responded.

The questionnaire revealed that 56.3 per cent of the teachers responding indicated that their home had always been in Hanover County; thus, they had remained in teaching positions in the county. One respondent checking this item said that as a life-long resident and veteran of 23 years in teaching in the same school, she was convinced that Hanover County had many extremely intelligent and dedicated teachers. Another said that her husband was a professor at Randolph-Macon College, and that she preferred to work in Hanover County.

Of the teachers responding, 32.0 per cent listed good salary as one of their reasons for remaining in the county. One teacher said he had thought of leaving the division often until the substantial raise came through in 1966; another said that for the last two years, 1965-1966,

the salary had been "good." Two teachers thought that the salary was better than average.

Good school facilities was the reason given by 39.8 per cent of the respondents as one of their reasons for remaining in Hanover County, while 56.3 per cent checked cooperative administration as one of their reasons for remaining. Comments about the latter item ranged from very complimentary to uncertainty. One teacher said that administrative cooperation was excellent at her school; one said that the administration was "fair but expected a lot of work from the teacher."

"Desirable living conditions" was the reason given by 48.5 per cent of the teachers responding, and 54.3 per cent indicated the good professional atmosphere which exists among the teachers as one of their reasons for remaining.

Preference for teaching in a rural area was indicated by the largest percentage of the teachers responding, 66.0 per cent. Several teachers commented that the area was "wonderful" to work in, and many thought that the students had a good "attitude."

Only 17.4 per cent of the teachers responding indicated that good advancement opportunities was one of their reasons for remaining in the county. Propinquity to a metropolitan area was checked by 41.7 per cent of the teachers responding as influential in their decision to remain in teaching positions in the county.

One item in the questionnaire was "Other Reasons." Space was left for the teachers to indicate any reason not listed in the questionnaire as influencing their remaining in Hanover County; 26.2 per cent

of the teachers made comments in this category. Many teachers said that the students in Hanover County were remarkably cooperative and appreciative; one said he enjoyed working among people he knew. Several teachers commented that the parents were very cooperative, and many comments were made by the teachers concerning the cooperative administration and co-workers. Several teachers said that Randolph-Macon College was an asset, and many thought that the professional atmosphere which existed among the teachers was very good.

Table XVI on page 32 presents the results of the questionnaire in graph form.

A questionnaire was sent to those teachers who had left teaching positions in Hanover County during the period 1960-1965. A copy of this questionnaire is found in the Appendix; the discussion of the questionnaire follows.

The inquiry revealed that 278 teachers had left the profession in Hanover County during the years 1960-1965. Questionnaires were sent to all teachers concerned; replies were received from 173.

The questionnaire revealed that 8.0 per cent of the teachers who left positions in the county did so in order to continue their formal education while 31.2 per cent left in order to accept teaching positions in another county or state. Another 3.4 per cent of the teachers left because their health required it; 1.0 per cent left because their families needed their services at home. Marriage for 2.3 per cent of the teachers accounted for their leaving teaching, and .01 per cent indicated certification expiration as the reason for leaving. While 9.2 per cent of those questioned accepted positions

TABLE XVI

REASONS GIVEN BY 103 PUBLIC SCHOOL TEACHERS OF
HANOVER COUNTY, VIRGINIA, AS INFLUENCING THEIR
REMAINING IN TEACHING POSITIONS IN THE COUNTY

REASON	NUMBER CHECKING THIS ITEM	PERCENTAGE
Prefer teaching in rural area	68	66.0
Home has always been in Hanover	58	56.3
Cooperative administration	58	56.3
Good professional atmosphere among teachers	56	54.3
Desirable living conditions	50	48.5
Proximity to metropolitan area	43	41.7
Good school facilities and plant	41	39.8
Salary is good	33	32.0
Good advancement opportunities available . .	18	17.4
Other reasons	27	26.2

Many teachers checked more than one item as a reason for remaining in the county.

other than teaching, 2.3 per cent of the teachers indicated that the school board did not renew their contract, and 12.1 per cent of the teachers moved from the county.

Undesirable living conditions was given as the reason for leaving by one individual responding, and 8.6 per cent of the teachers responding indicated lack of advancement opportunities as their reason for leaving. Inadequate salary was checked by 14.4 per cent of the teachers responding, and 33.5 per cent utilized the "Other reasons" category.

The results of question number one on the questionnaire are presented in Table XVII on page 34.

Questions numbered two through nine of the questionnaire were included in an attempt by the researcher to establish some conclusions as to teacher attitudes toward the profession.

Of the teachers responding, 61.0 per cent indicated that they did not make the change at the advice of their superintendent, while 1.0 per cent indicated that the superintendent advised them to leave. The change was made on their own initiative by 79.0 per cent of the teachers; 1.0 per cent did not make the change on their own initiative. After they had made the change, 31.0 per cent of the teachers felt they were with a better professional group, while 29.0 per cent did not share this opinion. While 28.0 per cent of the teachers indicated their new teaching position was a promotion, 51.0 per cent indicated that their new position was not a demotion.

Of the respondents, 36.0 per cent indicated that they were happier in their new position; 7.0 per cent indicated they were not.

TABLE XVII

REASONS GIVEN BY 173 PUBLIC SCHOOL
TEACHERS AS INFLUENCING THEIR LEAVING
TEACHING POSITIONS IN HANOVER COUNTY

REASON	NUMBER CHECKING THIS ITEM	PERCENTAGE
To accept a teaching position in another county or state	54	31.2
Inadequate salary	25	14.4
Moved from the county	21	12.1
Family needed my services at home	18	10.4
To accept a position other than teaching	16	9.2
Lack of advancement opportunities	15	8.6
To go to school	14	8.0
Health required it	6	3.4
Got married and stopped teaching	4	2.3
The school board did not renew my contract, although my certificate was in force	4	2.3
Certificate expired	2	1.1
Undesirable living conditions	1	0.5
Other reasons	58	33.5

Many teachers checked more than one item as a reason for leaving the county.

Responses were received from 130 teachers to question eight; the years they had taught in Hanover County before giving up positions in the county ranged from 3 months to 36 years. The average number of years taught in the county before leaving was four years and nine months. Table XVIII on page 36 presents the results of this question in tabular form.

Fifteen, or 8.0 per cent of the teachers responding, indicated that they had returned to teaching positions in Hanover County. One teacher returned because of friendship for the superintendent; one said he returned because the classes were much too large in the school to which he went after leaving Hanover County. Two teachers said that Hanover County offered them the positions they wanted; one said he tired of graduate school. Four teachers gave financial reasons as influential in their returning to teaching positions in the county.

The "Other reasons" category was utilized by 33.5 per cent of the teachers responding. Sixteen teachers listed "pregnancy" as their reason for leaving; one teacher said there seemed to be a negative attitude toward the teaching profession and toward education in general among a large portion of the county residents. Eleven teachers gave retirement as their reason for leaving; one indicated he went into military service, and one teacher said there were poor working conditions and lack of cooperation in obtaining necessary teaching materials. Three teachers accepted teaching positions closer to their home. Two teachers indicated poor organization, inadequate facilities and extremely poor supervisory and administrative policies and procedures as their

TABLE XVIII

NUMBER OF YEARS IN COUNTY BEFORE LEAVING

YEARS	NUMBER LEAVING
Less than 1 year	9
1 year	37
2 years	27
3 years	17
4 years	11
5 years	3
6 years	1
7 years	1
8 years	1
9 years	1
10 years	6
13 years	1
14 years	3
15 years	1
16 years	1
17 years	1
18 years	1
19 years	1
20 years	1
23 years	1
28 years	1
35 years	2
36 years	2
TOTAL	130

Not every teacher returning the questionnaire indicated the number of years taught in the county before leaving. The table indicates those who answered the question.

reasons for leaving. Three teachers said their husbands were transferred from the county.

Economic reasons were significant in the decision to withdraw. When one realizes that this high mobility rate is in a large measure due to a lack of sufficient income for the teacher to meet the standard of living set for him, it seems imperative that something be done to make the position of the teacher more secure whereby those persons who can contribute much to educational progress through the public schools will be brought into or retained in the profession. A brief review of reasons for the return of some to the profession and the length of time they were out before re-employment seemed to bear some relevancy to this investigation of teacher stability.

One question on the questionnaire reads: "If you have returned to a teaching position in Hanover County, how long were you out and why did you return?" The responses to this question revealed that teachers who returned to the employ of the county had been out of employ of the county from six weeks to one year. Various reasons were given for returning to the county, among which were in their own words, comments like:

1. "I was out six weeks - the county needed a teacher and since they had not been able to secure one, I consented to return."
2. "Financial reasons."
3. "Returned as librarian, not as teacher."
4. "Friendship for superintendent."
5. "Tired of graduate school."

6. "Because I like to teach, and I like the money."
7. "I was out of the county 3 years, and I returned this fall. For the past two years I taught in a _____ school where I found the classes much too large."
8. "I have stopped teaching in Hanover County at three different times for family and health reasons. Three sons! Returned each time because I like teaching."
9. "Promotion."
10. "Taught one year - 1953 - returned after children were in school - to help financially."

One or two implications from these statements seem to suggest an influence upon turnover among teachers and may have been contributing causes of change. Those who returned to the teaching profession apparently did not find teaching conditions any more favorable in the divisions to which they went than they had in Hanover County, or because of economic reasons they were forced to re-enter the profession they had formerly renounced. This indicates that re-entries were made into the profession for reasons quite similar to those which prompted the withdrawal.

It would have been desirable as an interpretative instrument to have known what personal relationship existed between the withdrawing teacher and the administration. The fact that a teacher left of his own accord did not indicate that all was well between him and the administration; nor did it mean that there was a strained relationship. Consequently, the questionnaire gives no evidence from which a satisfactory conclusion regarding this relationship could be drawn.

With the hope that something might be revealed to indicate the relationship existing between the teacher and the superintendent, and at the same time to prevent this purpose becoming obvious to the teacher, the following question was included in the questionnaire:

"Was the change made at the advice of your superintendent?" Three teachers said the change was made upon the advice of the superintendent, and 113 said the change was made "on my own initiative."

If we are to conclude from this that there were very few instances in which pressure on the part of the superintendent or administration caused the teacher to withdraw, we must qualify such information by pointing out that only the teacher's—not the administration's—point of view is represented.

In analyzing the attitude of the withdrawing teacher toward the profession, his associates, and his own welfare, three questions were asked. First, "After making the change, did you feel you were with a better professional group?" Fifty-three people answered "Yes" to this question; thirty-two replied "No." Second, "If you accepted another teaching position, was the change a promotion or demotion?" Forty-eight teachers considered the new teaching position a promotion; no teachers considered the new position a demotion, and thirty teachers replied "Neither." The third question was "Were you happier in your new position?" Sixty-three teachers said they were happier, and seventeen replied "No."

Slightly more than half the teachers replying to the questionnaire responded to these three questions. Of those responding, opinions were about equally divided on those things which would help in determining attitudes toward the old and new associates. So far as their own welfare was concerned, about 55.6 per cent thought they had improved their position.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The primary purpose of a study of any teacher-turnover problem lies in determining the relative causes of teacher withdrawal. When asked about the turnover among teachers of his division, the superintendent will always have some general idea as to why they leave. He will usually answer by saying that teachers leave because of salary, marriage, private employment, illness, death, retirement, dismissal and the like. The superintendent will not be able, however, in most cases, to tell what proportion are leaving for each of the causes he suggests.

One of the major purposes of this study was to determine the chief causes of teacher turnover in Hanover County, Virginia. This chapter will present a summary of the causes and draw certain conclusions from the analysis of the facts obtained.

All reasons for withdrawal presented in this investigation were those given by the teachers themselves. The means of securing these expressions of why they withdrew was through the use of a questionnaire, a copy of which is placed in the Appendix.

In answering the questionnaire, some of the teachers listed two or three causes for their departure. This does not mean that either reason takes preference over the other, but that all contributed to the withdrawal. This itself would present some difficulty in arriving at exact causes as to why the teacher left.

Some teachers might have been reluctant to state just what occurred to bring about the withdrawal for fear of personal offenses

to the investigator or because it might reveal strained relations between him and the administration (superintendent). To avoid this last difficulty, however, the questionnaire was made impersonal and identity of respondents was not requested. One further limitation which may have some bearing upon an interpretation of the causes given is the fact that only the picture presented by the teacher is known. Since the reasons for leaving given by the teachers were subjective ones, these reasons may be different from those which might be given by the administration. But despite these difficulties and limitations in determining the underlying causes for turnover, certain predominating influences seemed to have prevailed throughout the five-year period.

Examination of the data in Table XVIII shows that 2.3 per cent of those who left withdrew to be married; 31.2 per cent withdrew to teach in another county or state; 9.2 per cent left to accept positions in private industry or in some field other than teaching; 8.0 per cent left to continue their formal education; and 12.1 per cent moved from the county. The others left for miscellaneous reasons.

It is impossible from the information received to determine all of the occupations entered after leaving the county. However, further examination of statements of reasons for leaving (Table XVIII) indicates that 31.2 per cent of the teachers leaving the county did continue in teaching professions.

One of the principal factors involved in the stability of any organization is the holding power of the organization itself. It seems

evident that the data that the inducements offered by the teaching profession in Hanover County are not substantial enough to keep within its ranks a great number of men and women who are presumably well-qualified for this service.

A too rapid change of personnel tends to bring about inefficiency and to break down any program of long-range planning. It retards the progress of the educational program; however, some amount of movement would probably be desirable in any system of public schools in that within this movement would be new personnel with fresh ideas. The continual selection and employment of teachers who have had little or no experience in the community, or who do not have a rather general understanding of conditions existing in the community, is not in the best interests of the students.

If changes within the system are to be made because of promotion or advancement to fields of greater usefulness, then those teachers making the change benefit and the whole system is strengthened. However, if changes are made as a result of dissatisfaction, misunderstanding, or disillusionment, the educational system is weakened and the profession may become demoralized.

Rural schools serve too often as a training ground for the larger school systems or centers.

Sixty-six percent of the teachers who have remained in the employ of Hanover County indicated as one of their reasons for doing so a preference for teaching in a rural area. This figure represents the highest percentage of teachers who had remained in Hanover County for

more than five years. Of these, 56.3 per cent said their home had always been in Hanover County; consequently, they had remained in teaching positions in the county; 56.3 per cent indicated one of their reasons for remaining was the cooperative administration, and 54.3 per cent indicated the good professional atmosphere among the teachers as one of their reasons for remaining. These were the only items which more than 50 per cent of the responding teachers indicated were influential in their remaining in the employ of the county. Only 17.4 per cent of the teachers responding indicated that good advancement opportunities were available, and only 32.0 per cent indicated that their salary was "good." In these two areas of low teacher-satisfaction Hanover County might well consider taking remedial action.

Summary of specific findings. From this study, certain definite conclusions are evident.

1. A study of literature dealing with turnover revealed much research concerning the amount of movement, but no writer suggested how much or how little mobility constituted a desirable basis for a progressive and stable profession.
2. In order of frequency, the three principal causes given by teachers for remaining in the employ of the county for more than five years were preference for teaching in a rural area, cooperative administration, and the fact that their home had always been in Hanover County.

3. A considerable number of teachers remained in the county during the five-year period, which accounted for the increase in the average age and length of experience.

4. In order of frequency, the three causes for turnover indicated by most withdrawing teachers were transfer to another teaching position outside the county, inadequate salary, and moving from the county.

5. Economic stress had an important influence upon change. Many teachers left Hanover County in order to accept teaching positions in other divisions which offered a higher salary schedule. However, several teachers who had previously taught in Hanover returned to teaching positions in the county after they had raised their families and discovered a need for additional family income.

6. Most changes were made from the teacher's own choice. Some of these could have been because of strained relations with the administration leading to dismissal, or by free decision without any coercion.

7. Very little preference for the old or new professional group was indicated.

8. Teachers felt that their own welfare had been improved by the change.

9. Mobility was greatest among the younger and less experienced teachers.

10. Salaries and other attendant conditions were not sufficient to induce beginning teachers to remain for longer period of time.

11. Transfer to teaching positions outside the county and employment in fields other than teaching indicated dissatisfaction within the ranks of the teaching profession in Hanover County. Improved working conditions and adequate salaries would undoubtedly correct this situation and become a significant stabilizing influence.

Recommendations. As a result of this study of teacher turnover in Hanover County, Virginia, the investigator presents the following recommendations for consideration:

1. Salary schedules should be competitive with those of surrounding school divisions so that Hanover County might attract and retain teaching personnel of the highest level of competence and leadership.

2. Hanover County should consider scholarship benefits for those prospective teachers who will agree to teach in the county for a specified length of time.

3. Hanover County should provide master teachers on itinerant schedules to give support and encouragement in instructional programs.

4. A program should be established for the in-service education of administrative and supervisory personnel. Program changes, new programs, and other improvements require administrative leadership of the highest order. This should be a continuing program.

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APPENDIX

Letter Accompanying the Questionnaire Sent to Those Teachers Who Had
Remained in Teaching Positions in Hanover County for More Than Five Years

Dear Friend:

In an endeavor to complete work for the Master of Science degree this summer, I am writing a thesis entitled "The Stability of the Teaching Profession in Hanover County." This study included the drop-outs as well as those remaining in the profession for the past five years in Hanover County.

To have more accurate data for the study, to give reasons for my findings and to support recommendations, I find it necessary to obtain certain information.

I will greatly appreciate it if you will fill out the enclosed questionnaire and return it to me promptly. If you will do me the favor of returning the questionnaire by January 31, 1967, my task will be very much simpler.

Many thanks for your trouble, and I shall be very grateful for your courtesy.

Yours very truly,

Don S. Ayers

Questionnaire for the Study of the Teacher Drop-out and Teacher Turnover
in Hanover County during the Past Five Years

1. Why have you remained in Hanover County for the past five years?
(Check in blank.)

- _____ a. Home has always been in Hanover.
- _____ b. Salary is good.
- _____ c. Good school facilities and plant.
- _____ d. Cooperative administration.
- _____ e. Desirable living conditions.
- _____ f. Good professional atmosphere among teachers.
- _____ g. Prefer teaching in rural area.
- _____ h. Good advancement opportunities available.
- _____ i. Propinquity to metropolitan area.
- _____ j. Other reasons _____.

Will you please fill out this questionnaire and return it to me promptly, using the self-addressed stamped envelope?

Thank you so much for your courtesy and cooperation.

Don S. Ayers

Letter Accompanying the Questionnaire Sent to Those Teachers Who Had
Left Teaching Positions in Hanover County during 1960 through 1965

Dear Friend:

In an endeavor to complete work for the Master of Science degree this summer, I am writing a thesis entitled "The Stability of the Teaching Profession in Hanover County." This study includes the drop-outs as well as those remaining in the profession for the past five years.

To have more accurate data for the study, to give reasons for my findings, and to support recommendations, I find it necessary to obtain certain information.

I will greatly appreciate it if you will fill out the enclosed questionnaire and return it to me promptly. If you will do me the favor of returning the questionnaire by January 31, 1967, my task will be very much simpler.

Many thanks for your trouble, and I shall be grateful for your courtesy.

Yours very truly,

Don S. Ayers

Questionnaire for the Study of the Teacher Drop-out and Teacher Turnover
in Hanover County during the Past Five Years.

1. Why did you stop teaching in Hanover County? (Check in blank.)

- _____ a. To go to school.
- _____ b. To accept a teaching position in another county or state.
- _____ c. Health required it.
- _____ d. Family needed my services at home.
- _____ e. Got married and stopped teaching.
- _____ f. Certificate expired.
- _____ g. To accept a position other than teaching.
- _____ h. The school board did not renew my contract, although my certificate was in force.
- _____ i. Moved from the county.
- _____ j. Undesirable living conditions.
- _____ k. Lack of advancement opportunities.
- _____ l. Inadequate salary.
- _____ m. Other reasons _____.

Yes No

- 2. _____ Was the change made at the advice of your superintendent?
- 3. _____ Was the change made on your own initiative?
- 4. _____ After making the change, did you feel that you were with a better professional group?
- 5. _____ If you accepted a new teaching position, was it a promotion?
- 6. _____ If you accepted a new teaching position, was it a demotion?

7. _____ Were you happier in your new position?
 8. _____ How long had you been teaching in Hanover County before you gave up teaching in the county?
 9. If you have returned to a teaching position in Hanover County, how long were you out, and why did you return?
-

Will you please fill out this questionnaire and return it to me promptly, using the self-addressed stamped envelope?

Thank you very much for your courtesy and cooperation.

Don S. Ayers

VITA

Don Sewell Ayers was born in Ewing, Virginia, on April 1, 1939. He is the son of Mattie Ayers Ayers and Granville Timothy Ayers.

Mr. Ayers received his high school diploma from Thomas Walker High School, Ewing, Virginia, in 1957. He received a Bachelor of Arts Degree in Spanish from the University of Richmond in 1961.

Mr. Ayers, in September 1961, entered the teaching profession as a teacher of Spanish at Lee-Davis High School, Mechanicsville, Virginia. After completing two years of teaching, he served six months' active duty in the United States Army. Upon completion of the tour of duty with the Army, he taught for one semester at the Beaumont School for Boys, Beaumont, Virginia. In September 1964, Mr. Ayers returned to Lee-Davis High School as a guidance counselor, which position he now holds.

Mr. Ayers is a member of Grace Episcopal Church, Goochland, Virginia. He is a member of the Hanover Education Association, Virginia Education Association, and National Education Association.